



**GOVERNOR
STIRLING**

SENIOR HIGH SCHOOL

Annual Report 2013

Introduction

This report provides parents and members of the wider community with information about Governor Stirling Senior High School's activities and performance over the past year. It highlights the school's strengths and identifies areas for improvement during 2014. Governor Stirling Senior High School is committed to ensuring that our local community is confident that the school is providing a quality education to meet the needs of students. This document forms one part of the School Accountability Framework, which involves rigorous school self evaluation, the School Improvement Plan and the school Annual Report.

**Dr Pasco Putrino
Principal**

PART ONE:

School Features

Overview

Governor Stirling Senior High School was established on the banks of the Swan River in Woodbridge in 1958. The school draws students from a wide range of feeder primary schools throughout the Swan District, and enjoys a strong sense of tradition and record of academic and sporting excellence.

Completion of the new school buildings in January 2013 made it possible for students to commence the academic year on 3 February 2013 in the new school.

The school has a diverse student population, catering for all students and their educational needs. These range from Gifted and Talented Education academic programs to programs for students who need higher levels of support to engage in learning, such as, senior school Certificate programs, workplace learning and the Access programs for Year 11 and 12 students.

The new school provided state-of-the-art facilities such as Engineering workshop, media and multimedia laboratory, TV studio, performing arts theatre with over 200 seat capacity and a commercial kitchen for certificate courses. These enable the school to offer the full range of programs. Facilities also include a boathouse housing kayaks and canoes for water sports.

Features of the Learning Program

The school offers a comprehensive program of study in line with the Curriculum Framework. Students in Years 8 to 10 study a variety of subjects from the eight Learning Areas of the curriculum. Several programs offered are designed to support students who have needs outside the main curriculum. These include the selective entry academic Gifted and Talented Education program, the Academic Extension Program which runs parallel with the gifted and talented program, Approved Specialist Programs and school-based special programs, university entrance (WACE) courses and vocational education and training (VET) programs.

Gifted and Talented Education Program

Governor Stirling Senior High School offers the Department of Education's selective entrance Gifted and Talented Education (GATE) Program in Mathematics, Science and the Humanities. In 2013, 40 students participated in the Year 8 to 10 program.

Specialist Programs – ASP and School Based

Three Approved Specialist Programs offered students the opportunity for extension in Australian Rules Football, Engineering and Artsmedia. The Artsmedia program, in its second year, is partnering with Murdoch University and CIT to deliver a high quality state-of-the-art teaching and learning to students. This includes a number of extra-curricula sessions run on the Murdoch University Campus.

The Engineering program is sponsored by Leighton Contractors, our primary partner, with the provision of a number of Foundation Scholarships available for highly able students, female students and Indigenous students. The school has also partnered with the University of WA in the development and delivery of particular aspects of the program and is also well supported by SKM.

The Football Program, which commenced in 2001, has had significant success with a number of talented students being successfully drafted into the AFL. In recent years, the school has been successful in the Senior Division of the Belt Up Cup championship and in reaching the Grand Final round of the Sportsready Cup. Several students in the program are involved in the Swan Districts Football Club training squads.

The school-based Netball Program has regular support from league players, and enjoys an excellent reputation in the community.

In Dance, students are exposed to a variety of dance forms and performances which included STEPS Youth Dance Company and Cheer.

Vocational Courses

A variety of AQF certificate are available to students. Some include Certificate 2 in Information Technology, Automotive, and Hospitality; Certificate of General Education for Adults (Cert. 2); and Certificate 2 in Business. A significant number of students also completed profile courses at PolyTechnic West and Central Institute of Technology, and School-Based traineeships and apprenticeships. Workplace learning is also offered to a number of students that provide school to work transition pathways for various students in Years 10 to 12.

Aboriginal Education Programs

The school caters for a range of student needs by offering programs that support and extend students. The Follow the Dream/Partnerships for Success Program caters for students from Years 8 to 12 who aspire to enter university. In 2013, 26 students participated in homework classes and other extra-curricula activities.

The Aboriginal Tuition Assistance Scheme (ATAS) supports students from Year 8 to 12 to improve their literacy and numeracy skills. A strong support team, including two Aboriginal Islander Education Officers, supports Indigenous students and their families to engage in the range of programs available throughout the school. Funds were made available to provide tuition to all Aboriginal students to improve literacy and numeracy skills by dedicated teachers throughout the year.

NAIDOC Day was again celebrated across the school. Activities included a whole-school assembly, musical performance, story-telling, workshops and presentations.

Support Programs for Students

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The school received \$165,235 through the School Support Programs Resource Allocation (SSPRA), \$18,575 less than the previous year. This money was used to provide a range of support services to students. These included behaviour management, learning support, literacy and numeracy support including funding of the Soundway Program, WACE revision programs, the Senior Secondary Engagement Program and Aboriginal student attendance strategy.

Senior school students were again supported through excursions, master classes and tutoring programs.

Our Community

The school continued to engage in various initiatives to strengthen community relationships and enhance student learning. These included the ITrack mentoring program, lunchtime activities by the Impact Team, and various activities in partnership with the Beacon Foundation.

Nature of Catchment

As in previous years, the vast majority of students were from the local area and contributory primary schools.

Enrolment

The table below shows the student enrolment pattern over recent years.

Table 1: Enrolment Trends (from Census 2007 – 2013)

Start of	Year 8	Year 9	Year 10	Year 11	Year 12	Total
2007	182	245	217	205	149	998
2008	166	159	216	206	152	899
2009	134	152	157	178	114	735
2010	68	136	141	134	127	606
2011	135	66	124	95	94	514
2012	124	134	72	110	78	518
2013	181	129	136	90	74	610

The school commenced 2013 with a total enrolment of 610 with 181 students in Year 8. Of these, approximately 12.2% were Indigenous students (Table 2), a substantial decrease from 2012 (24%).

Aboriginal student retention to Year 12 continues to be less than the general cohort. Increased retention of Indigenous students continues to be a school priority.

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Although the Year 8 enrolment was less than the previous year, the trend is for higher enrolments. This is expected to continue towards capacity on completion of the new school building.

Table 2 Student Profile 2013

	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Total
Total	181	129	136	90	74	610
Aboriginal ¹	22	27	21	19	10	99
GATE	16	13	15			44
ArtsMedia	17	16	-	-	-	33
Engineering	22	-	-	-	-	22
Dance	21	13	10	0	5	49
Football	26	17	24	10	10	87
Netball	21	14	21	13	11	80
FTD						26
Access 11/12						36
Cert 1						
Cert 2						75
Cert 3						

School Finances 2013

School Budget Summary

Carryover from 2012	521,744
Total Revenue 2013	1,536,001
Total Expenditure 2013	1,356,884
Carryover to 2014	694,759

Supplementary Funding

Behaviour Management and Discipline Funding	74,498
ATAS	74,917
Learning Support	12,446
SSEP	48,070
WACE	1,000
Aboriginal Attendance Program	7,300
Literacy & Numeracy	21,921

	Year 8 2013	Year 8 2012	Year 8 2011	Year 8 2010	Year 8 2009	Year 8 2008
Aboriginal ¹	12.2%	24.2%	21.5%	23.5%	20.9%	15.2%

The Netball program has continued to grow, and is now as popular as the Football program. Growth in Certificate level programs over the last few years has also been strong. The extensive range of certificate 2 programs now offered enable students to undertake a richer and more relevant curriculum through to Year 12. The proportion of students completing VET certificate courses increased from 43% in 2010 to 70% in 2013.

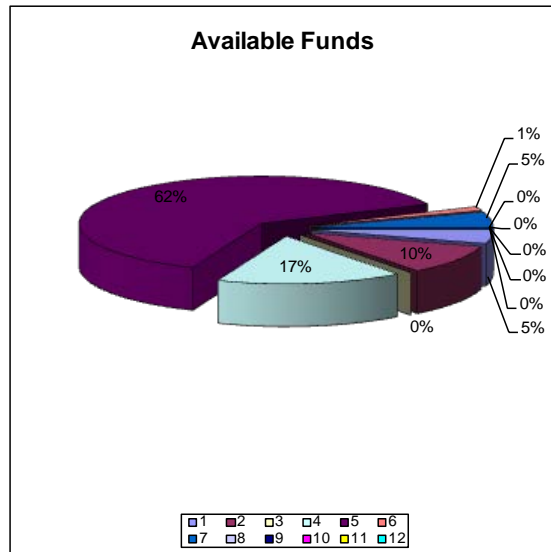
Contributions and Charges 2013

The percentage of contributions and charges collected during 2013 was 65%, higher than the previous year of 58% and 49% before that. The collection rate had been declining since 2004. New strategies implemented over the last two years and supported by the School Council, has seen some improvement.

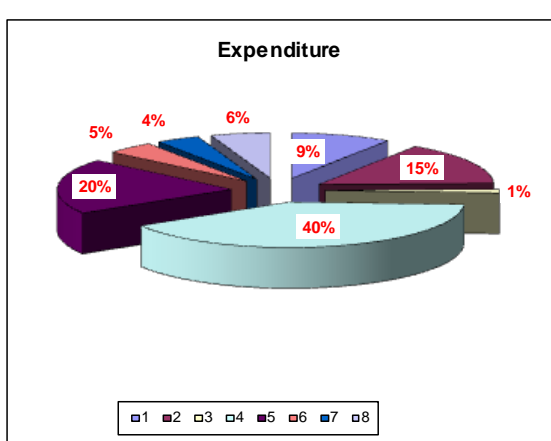
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SCHOOL BUDGET AND ANNUAL ACCOUNTS

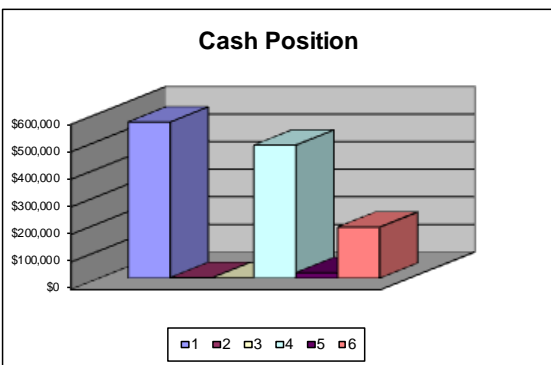
Income		
	Budget	Actual
1 Voluntary Contributions	\$123,027	\$66,207
2 Charges and Fees	\$198,501	\$141,421
3 P & C Contributions	\$0	\$0
4 Fundraising and Donations	\$234,759	\$234,579
5 State Government Grants	\$884,450	\$884,450
6 Miscellaneous	\$20,567	\$20,567
7 Internal Transfers	\$74,697	\$74,697
8		
8		
10		
11		
Total Income	\$1,536,001	\$1,421,921
12 Carry Over Balance	\$694,759	\$694,759
Total Funds Available	\$2,230,760	\$2,116,680



Expenditure		
	Budget	Actual
1 Administration	\$202,433	\$126,072
2 Utilities	\$168,576	\$208,503
3 Repairs and Maintenance	\$27,039	\$16,759
4 Other Specific Programs	\$1,050,912	\$547,312
5 Salary Pool Central Office	\$377,559	\$268,633
6 Education Services	\$67,082	\$60,348
7 Miscellaneous	\$54,560	\$54,560
8 Transfer to Asset Reserves	\$74,697	\$74,697
Total Expenditure	\$2,022,858	\$1,356,884



Cash Position as at: (31 December 2013)	
Bank Balance	\$1,261,205
Made up of:	
1 Carry Over Grants (committed)	\$567,711
2 Tax Position	\$2,792
3 Cash Advances	\$800
4 Asset Replacement Reserves	\$483,615
5 Suspense Accounts	\$20,567
6 Uncommitted Funds	\$185,720
Total Bank Balance	\$1,261,205



PART TWO:

School Improvement and Priorities

The Building Program

The building program continued through 2012 with regular meetings held with the Architect, Department of Education, Building Management and Works and Pindan Constructions. Due to various delays, the original Practical Completion date of October was pushed out to early January, 2013. Contingency planning was put in place. However, a massive effort by the builders in the final few months enabled all teaching areas to be completed by the January date. This enabled the planned relocation to be completed during January of 2013 and for the Official Opening on the first day of the 2013 school year.

Improving Student Performance

The focus on improving student performance in all year groups continued during 2013. Strategies included:

- Continued use of evidence-based planning across learning areas.
- Continued implementation of positive behaviour management strategies. These strategies enabled a significant improvement in student behaviour throughout the year.
- Senior school master classes with experienced WACE/TEE markers
- Use of external consultant to review performance and provide counselling to senior school ATAR students.
- Offering a greater range of Certificate 2 courses to students.
- Upgrading Certificate IV in Training and Assessment qualifications of teachers.

Literacy and Numeracy

Literacy support of an additional two periods of literacy was extended to identified Year 9 students. The Soundway Literacy Program was implemented with four of the seven classes during the year. This program ran four sessions per week for 14 weeks.

In Mathematics, a more structured and differentiated program continued that enabled students to progress according to each stage of achievement.

ATAS tutoring continued as key support strategy for Aboriginal students in Years 8 to 12 in both literacy and numeracy.

Attendance

Student attendance continued to be a priority during 2013 and was closely monitored during the year. After some improvement in 2010 attendance declined during 2011 and 2012 but showed an increase in 2013. Semester one attendance was better than semester 2 with Year 8 students attendance higher than other cohorts.

Information Technology

During the year, the computer systems in two computer laboratories, was upgraded. This also included the upgrade of four laser printers. Additionally, the ArtsMedia computer lab has had an additional nine high-end computer systems installed, which incorporate 17 processors and dual monitors on each system. These hardware improvements totalled \$54,600.00

The school continued to deploy the 223 MacBook computers purchased through NSSCF funding to senior students and GATE students in Years 9 and 10. The remainder were used by teachers within lessons as required.

PART THREE

School Performance and Student Achievement

2013 Highlights

Overall

- Year 11 Football Program Educational Tour to Melbourne
- Year 10 Football – Top 8 in State
- Upper School Football – Grand Finalists of Belt-up Cup
- Three students U16 State Football Team
- One student U18 State Football Team
- Year 10 Netball Girls- Grand Finalists of Lightning Carnival
- Senior School Netball tour to Singapore and Kuala Lumpur
- Year 10 GATE student Canberra Tour
- GATE student participation in WA Debating League, National Young Leaders Day, National Geographic Competition, Tournament of Minds
- Yr 12 Art and Photography exhibits in Metamorphosis Exhibition (CIT)
- 12 Art entry in Young Originals Exhibition

- Whole school Dance Variety Concert
- Concert band performance WA Government Schools Music Society at Burswood
- Annual Music Concert Midland Town Hall
- 100% Aboriginal students WACE achievement
- Highly successful Follow the Dream achieved 100% Indigenous student graduation
- Student participation in CO2 dragsters competition
- Year 11 / 12 School Ball
- Student Council Leadership Program – UWA

Year 13 Performance

- 100% WACE Achievement
- Median ATAR 68.4
- Top 50 VET Schools – Participation
- 87% Attainment Rate

Year 13 Results

Student Participation

	Eligible Y12 Students	Number acquiring a TER/ATAR		VET – UoC participation Rate		VET % of students completing a Cert II or higher
2010	101	42	42%	46%	43%	
2011	75	14	19%	41%	45%	
2012	59	19	32%	75%	91%	
2013	67	13	19%	88%	80%	

The number of students completing Year 12 decreased significantly in 2011, 2012 and 2013 largely reflecting the number of Year 11 students in these cohorts. The proportion of students undertaking university entrance examination courses dropped in 2011, increased again in 2012 but dropped again in 2013. The proportion of students participating in vocational education and training courses continued to increase in 2013.

WACE Attainment

Better course counselling and monitoring of student performance during the year resulted in students being more appropriately placed. All eligible students achieved a WACE in 2013.

	Eligible Year 12 Students	Percentage achieving WACE
2011	75	96%
2012	59	93%
2013	67	100%

WACE Examination Participation

	Eligible Year 12 Students	ATAR Students	% ATAR Students
2011	75	14	19%
2012	59	19	32%
2013	67	13	19%

Overall ATAR Performance

	Relative Performance
2011	0.5
2012	-0.6
2013	0.6

Above Expected - more than one standard deviation above the predicted school median

Expected - within one standard deviation of the predicted school median

Below Expected - more than one standard deviation below the predicted school median

Median ATAR

	School	Like-Schools	State
2011	71.7	68.1	75.6
2012	60.3	61.2	75.9
2013	68.4	60.7	75.3

The median ATAR increased to 68.4 which is significantly above Like schools. However, the proportion of students taking ATAR courses was again lower at 19%.

State	ATAR Students					
	School			Like-Schools		
	2011	2012	2013	2011	2012	2013
Top 33%	7%	5%	0%	19%	7%	11%
Middle 33%	50%	21%	46%	27%	24%	27%
Bottom 33%	43%	74%	54%	54%	70%	62%

Although the proportion of students in the top third is still low the proportion of students in the middle increased significantly, well above Like schools. The move back to the new school may account for this overall better performance.

The following tables show the percentage of Year 12 students achieving 75% or better in at least one ATAR course. Whilst there has been an increase over previous years, this will continue to be a focus for improvement.

	Number acquiring an ATAR / TER	Number achieving one or more scale scores of 75+	Percentage achieving one of more scaled scores of 75+
2010	42	7	17%
2011	14	1	7%
2012	19	1	5%
2013	13	2	15%

Student Performance – Stage 2 and/or 3 Courses

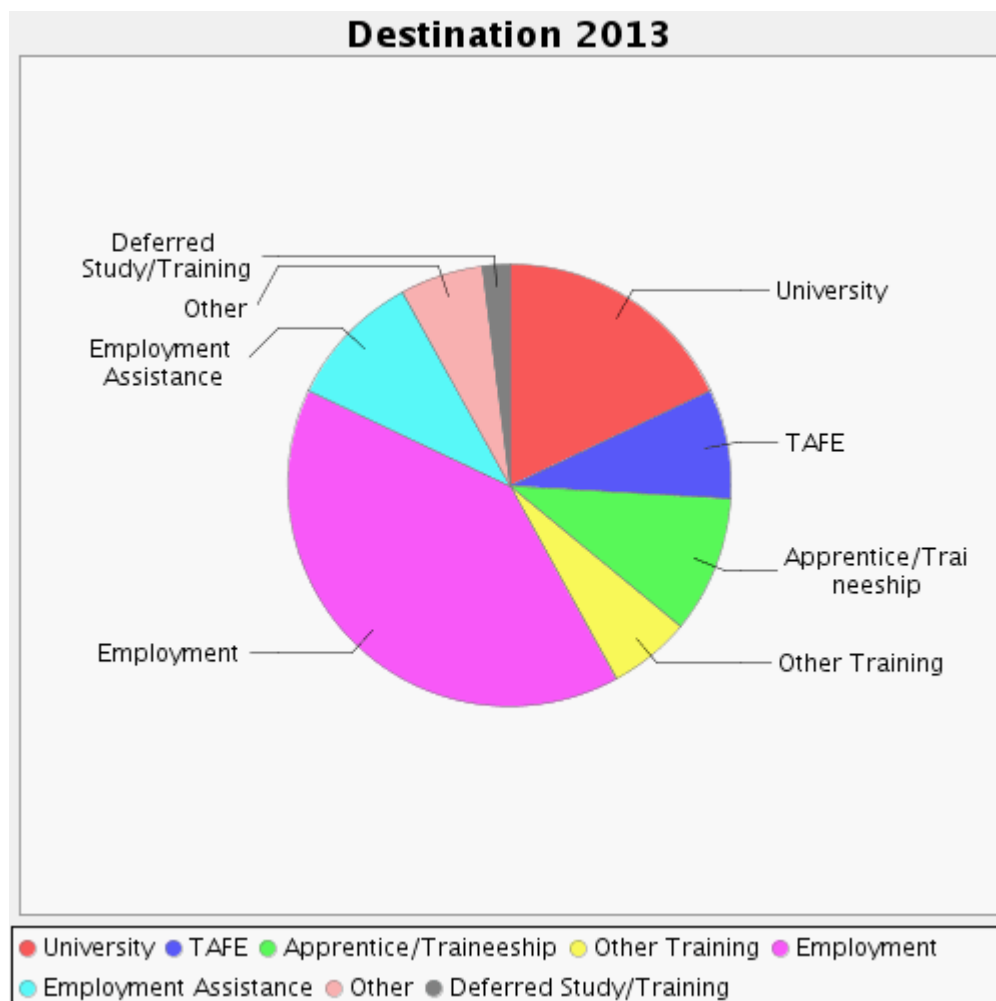
Course	Performance			Students		
	2011	2012	2013	2011	2012	2013
Chemistry		3	2		6	8
English	3	2	1	15	17	16
Human Biological Science	3		2	7		8
Literature	3			9		
Mathematics	2	2	2	14	10	13
Physics	3		2	6		7

The majority of WACE courses again had 10 or less students enrolled, and, consequently, performance in these could not be meaningfully compared to the State or Like schools. Two courses could be compared statistically. In English, student performance was higher than expected with the mean well above State average. Performance in Mathematics was as expected. The improved overall performance from 2013 reflected the move back to the new school where staff and students were in a more stable environment.

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Student Performance – Stage 1 Courses – Grade Distribution

Course	School Percentages					State Percentages				
	A	B	C	D	E	A	B	C	D	E
Building and Construction	31	44	25	0	0	14	31	48	6	2
Career and Enterprise	3	19	61	0	16	20	31	39	5	5
Design	38	35	23	0	4	22	30	37	6	4
English	9	26	65	0	0	14	31	47	4	4
Mathematics	11	30	48	9	2	20	28	38	8	5
Outdoor Education	15	38	15	23	8	22	35	32	6	4
Physical Education Studies	7	14	50	14	14	22	34	37	6	2
Workplace Learning	14	21	61	0	4	29	33	29	3	6



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	Destination 2013 School	Destination 2013 State
Return To School		0.6%
University	18.0%	37.4%
TAFE	8.0%	19.8%
Apprentice/Traineeship	10.0%	4.6%
Other Training	6.0%	1.8%
Employment	40.0%	18.7%
Employment Assistance	10.0%	6.4%
Other	6.0%	2.0%
Deferred Study/Training	2.0%	8.6%
Total	100%	100%
% of students responding	75%	0.0%

Less than half of the Year 12 cohort continued in some form of education or training in 2013, which is less than the previous years of more than 50%. The proportion entering university remained approximately the same. However, the proportion undertaking employment increased while the proportion undertaking employment assistance decreased from 14% to 10%.

NAPLAN Student Performance – Relative Assessment – Year 9

Percentage of students in each Proficiency Band

Band	Year 9 Numeracy								
	School			Like Schools			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
10	13%	5%	5%	3%	1%	2%	7%	9%	11%
9	3%	7%	9%	8%	5%	5%	12%	11%	12%
8	11%	12%	8%	15%	12%	13%	19%	19%	20%
7	29%	22%	24%	34%	28%	27%	28%	30%	26%
6	24%	44%	31%	31%	42%	32%	23%	23%	21%
1 to 5	19%	10%	23%	9%	13%	20%	8%	6%	10%

NUMERACY – Top 3 Bands – Better than Like schools at 22% and slightly lower than the previous year. However, the proportion of below the minimum standard increased significantly over the previous year.

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	Year 9 Reading								
	School			Like Schools			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
10	2%	2%	0%	2%	2%	1%	5%	5%	4%
9	10%	13%	12%	7%	6%	8%	12%	12%	15%
8	28%	16%	8%	19%	16%	16%	21%	22%	24%
7	17%	25%	23%	30%	28%	29%	26%	27%	28%
6	26%	25%	39%	32%	28%	30%	23%	20%	22%
1 to 5	17%	18%	18%	11%	20%	16%	10%	11%	8%

READING – Top 3 Bands – Reading was the worst performing area of literacy with only 20% in the top 3 bands and less than Like schools. There was less emphasis on Reading than Writing this year. Reading needs to be a focus of improvement in 2014.

Band	Year 9 Writing								
	School			Like Schools			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
10	10%	5%	2%	3%	1%	2%	7%	6%	5%
9	5%	6%	4%	7%	4%	4%	10%	9%	9%
8	12%	14%	13%	17%	13%	13%	19%	20%	21%
7	19%	9%	23%	20%	19%	20%	20%	21%	23%
6	19%	23%	23%	24%	23%	22%	18%	19%	20%
1 to 5	34%	44%	34%	29%	39%	39%	23%	22%	22%

WRITING – Top 3 Bands – There was a significant improvement in this area in 2013 due to a greater focus on Writing throughout the year. However, there is room for further improvement.

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

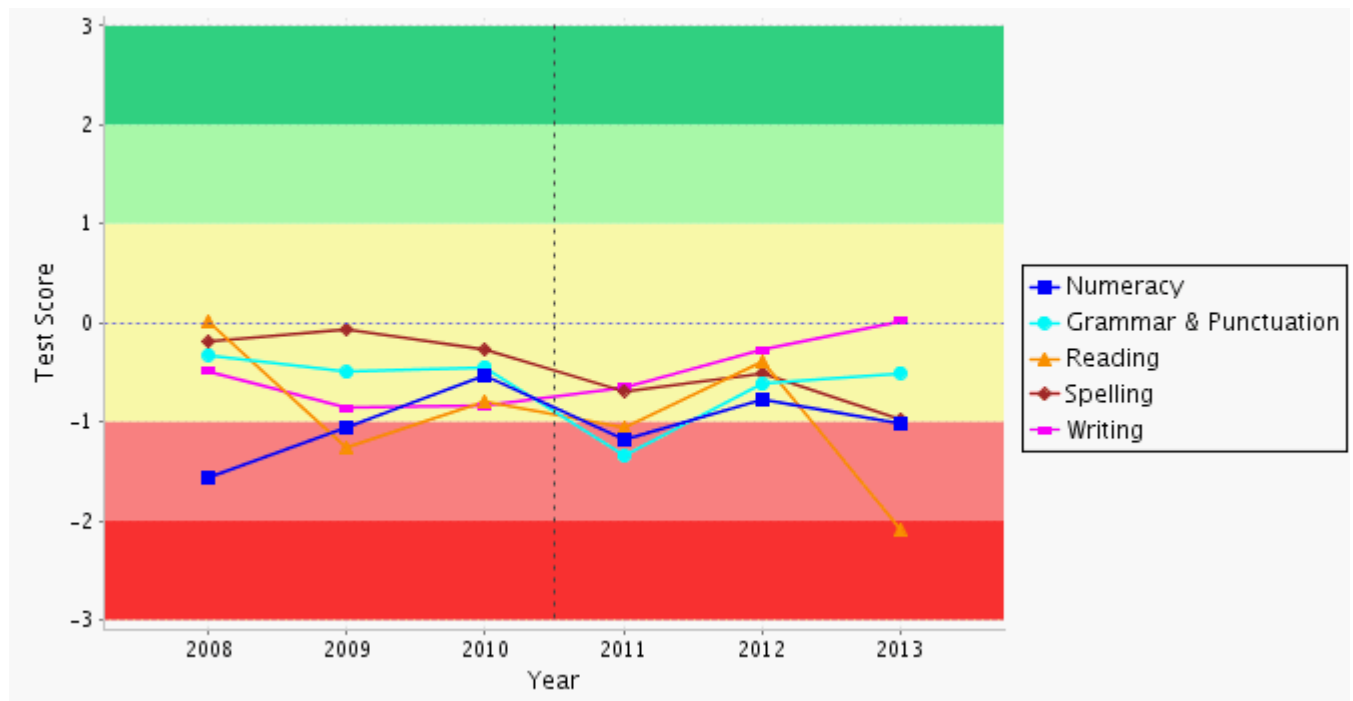
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Comparative Performance for Year 9

Year 9	Performance						Students					
	2008	2009	2010	2011	2012	2013	2008	2009	2010	2011	2012	2013
Numeracy	3	3	2	3	2	3	134	134	122	62	126	116
Grammar & Punctuation	2	2	2	3	2	2	137	139	123	59	128	119
Reading	2	3	2	3	2	3	137	127	125	58	128	117
Spelling	2	2	2	2	2	2	137	139	123	59	128	119
Writing	2	2	2	2	2	2	137	135	125	58	128	121

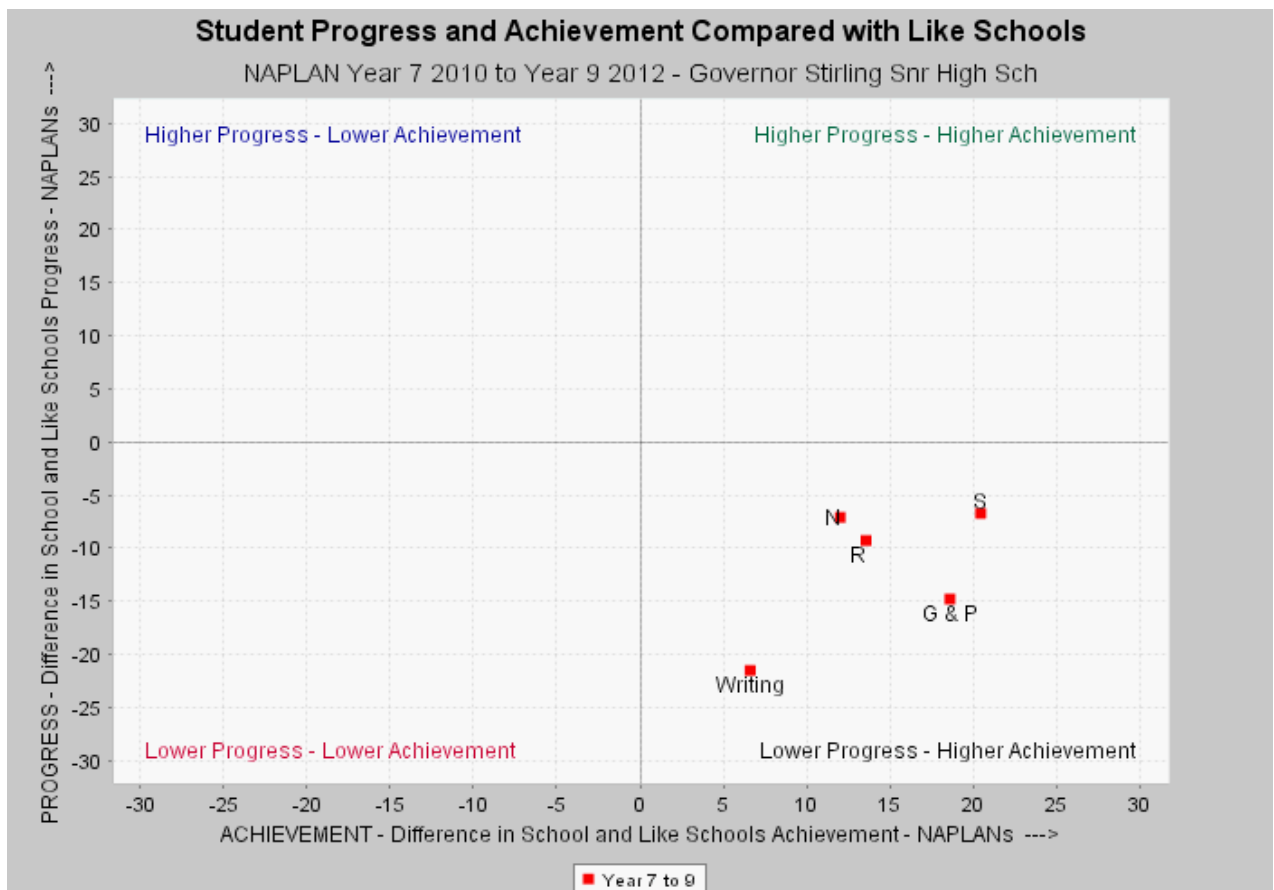
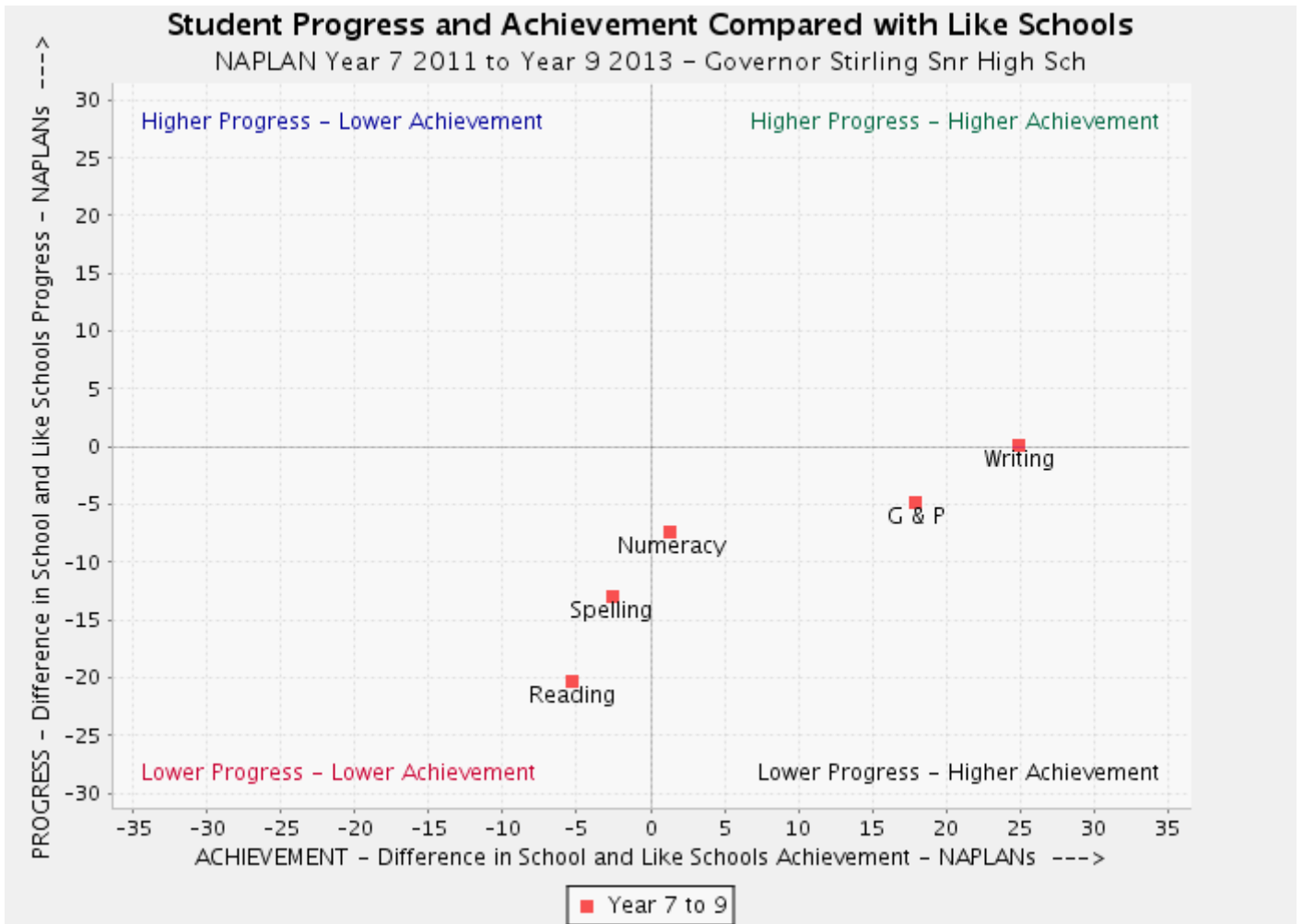
1	Above Expected - more than one standard deviation above the predicted school mean
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean
	No data available or number of students is less than 6

Year 9 Performance – standard deviation from predicted school mean



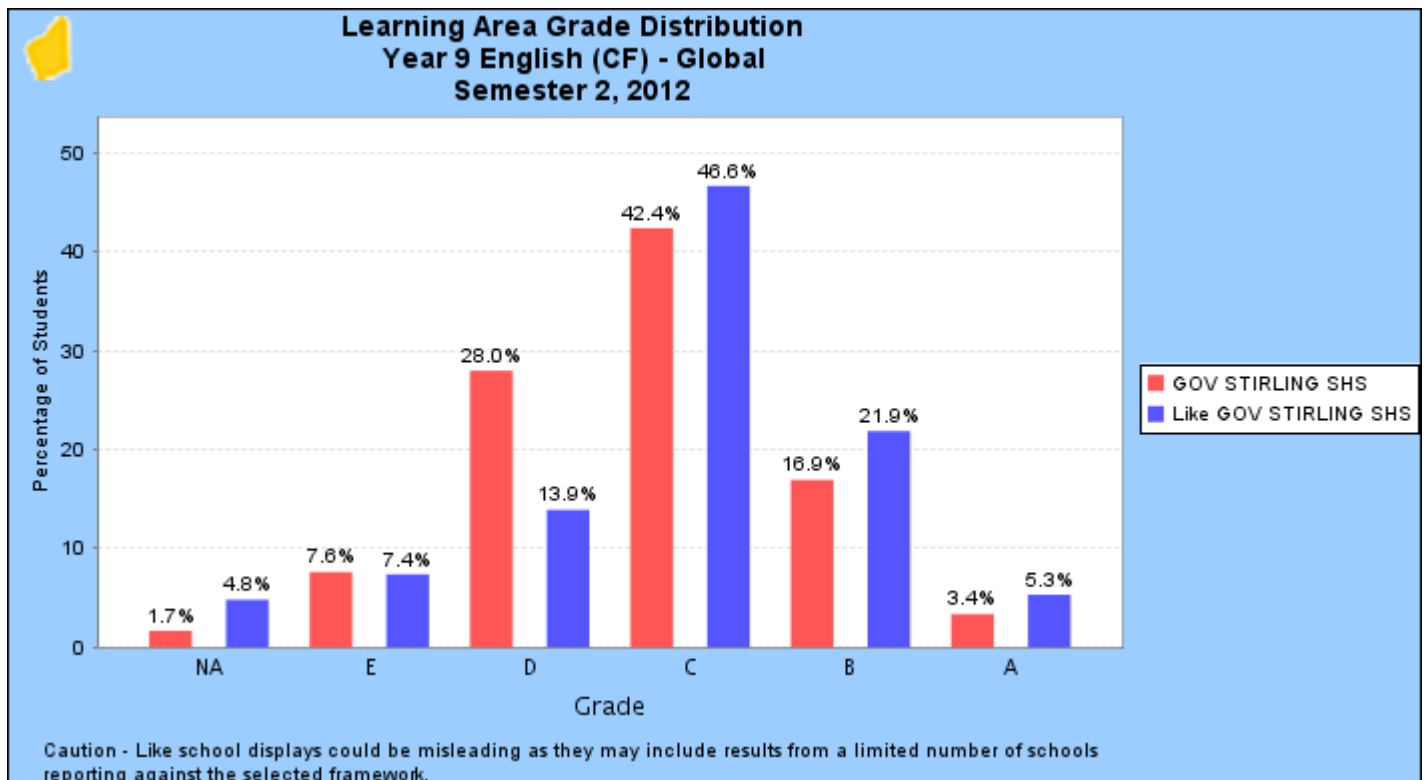
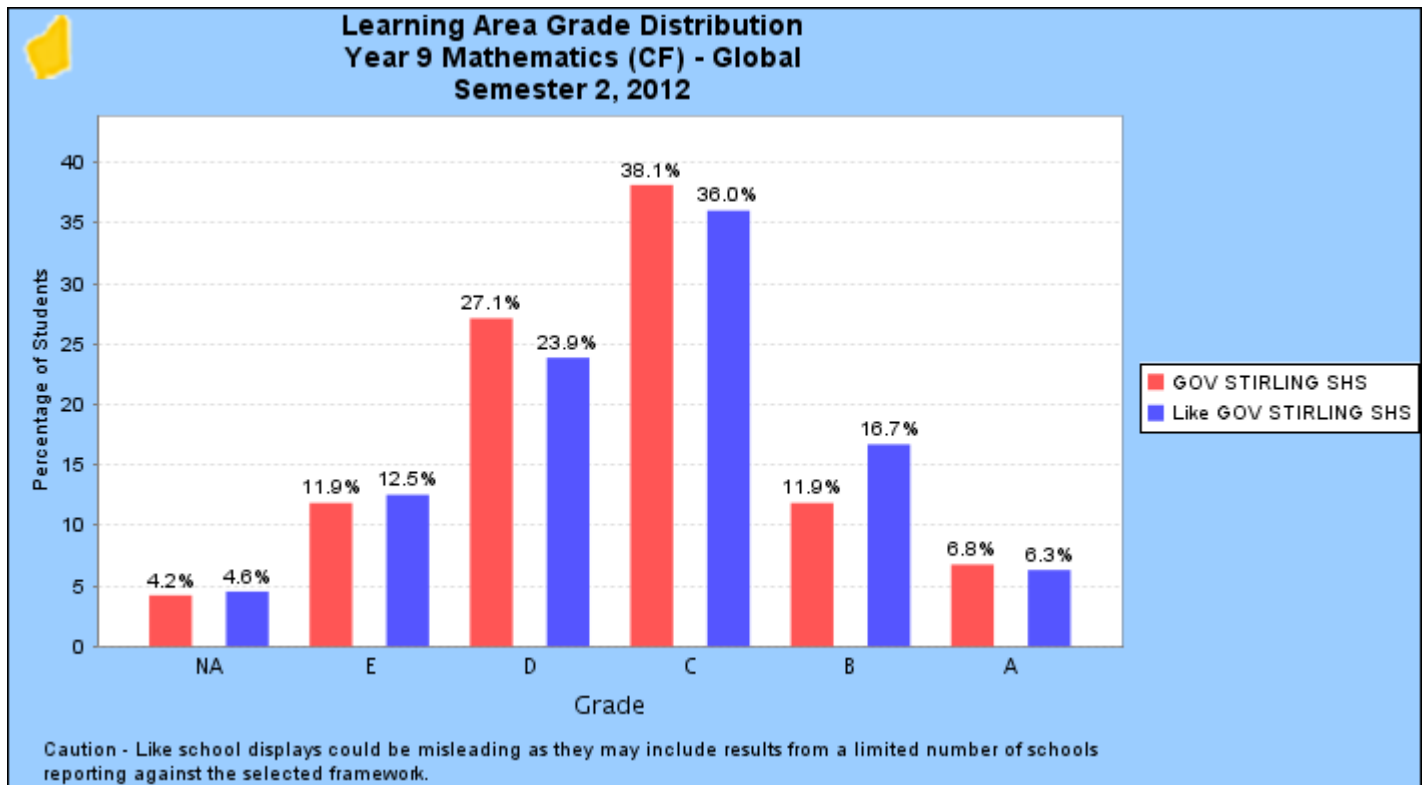
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Student Progress – Year 9 Writing and Numeracy

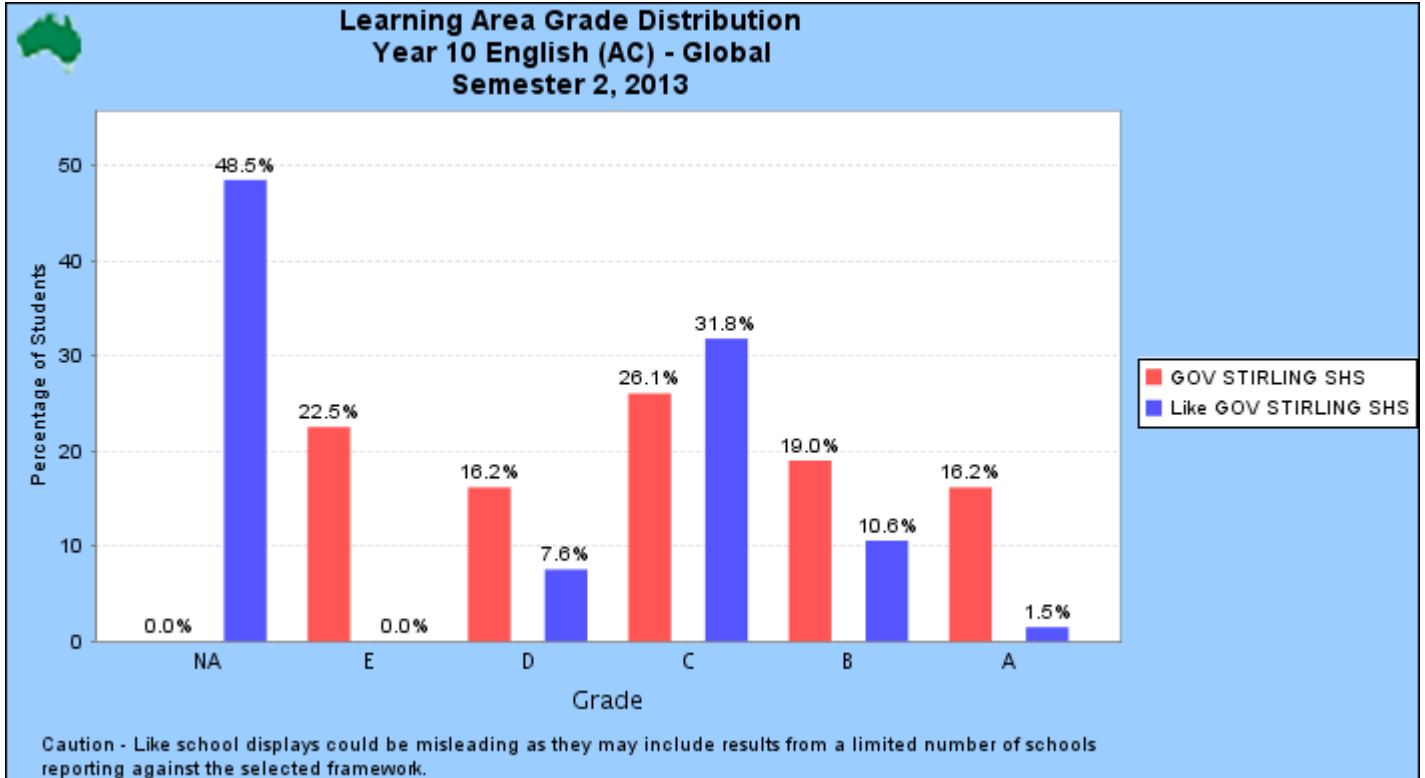
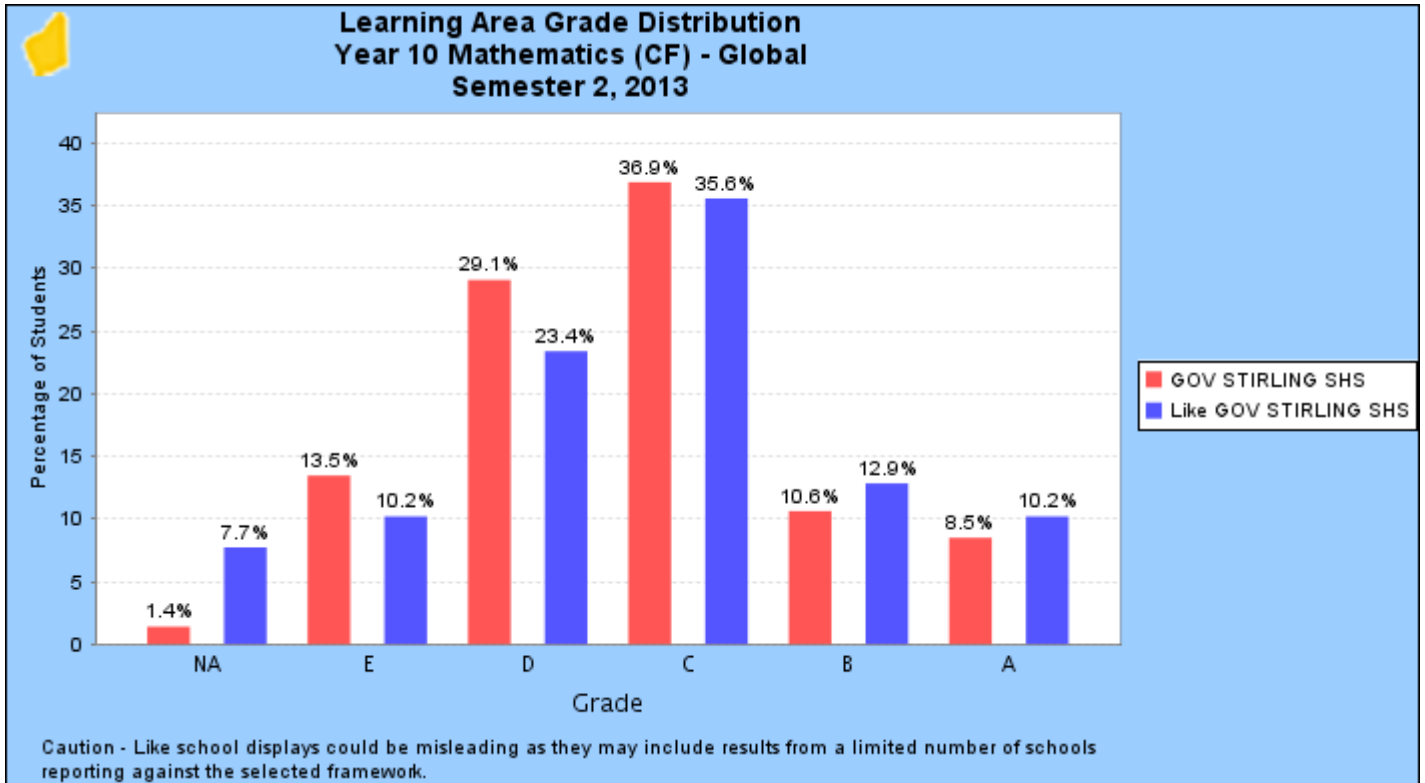


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Student Progress Year 9 to 10 English and Mathematics



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Performance Analysis – English and Mathematics – Year 9 and 10

From the Table and Graphs above, the following is noted:

ENGLISH

In 2012, 31% of Year 10 students achieved A/B which was higher than Like schools at 25%. This increased to 35% in 2013 which was a substantial increase from around 20% for this cohort. Overall achievement for Year 10 was better than Like schools.

MATHEMATICS

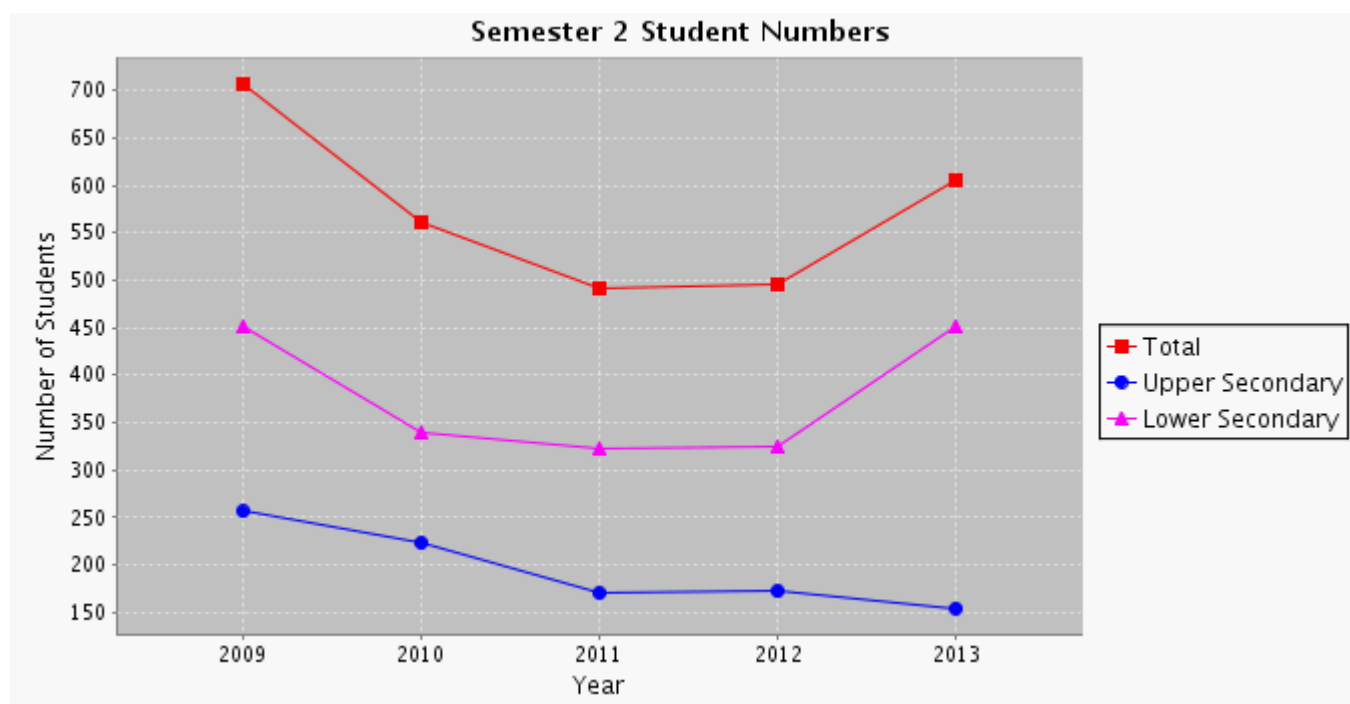
Achievement in 2013 was similar to 2012 at around 19% for A/B, and consistent with Naplan data. Grade distribution was consistent from Year 9 to Year 10, and slightly higher than Like schools. While strategies implemented had some, overall improvement will continue to be a focus.

Student Performance – WAMSE – Relative Assessment

	Science			Society & Environment		
	2011	2012	2013	2011	2012	2013
Year 9	2	2	2	2	2	2

1	above expected – more than one standard deviation above the predicted school mean
2	expected – within one standard deviation of the predicted school mean
3	below expected – more than one standard deviation below the predicted school mean

STUDENT PARTICIPATION – NUMBERS and TRENDS



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Secondary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2011	85.4%	84.3%	89.0%	73.2%	67.9%	67.1%	83.1%	81.1%	87.5%
2012	86.0%	84.6%	89.3%	77.8%	69.4%	67.9%	84.5%	81.6%	87.7%
2013	86.9%	85.6%	89.1%	74.0%	68.2%	67.2%	84.9%	81.9%	87.4%

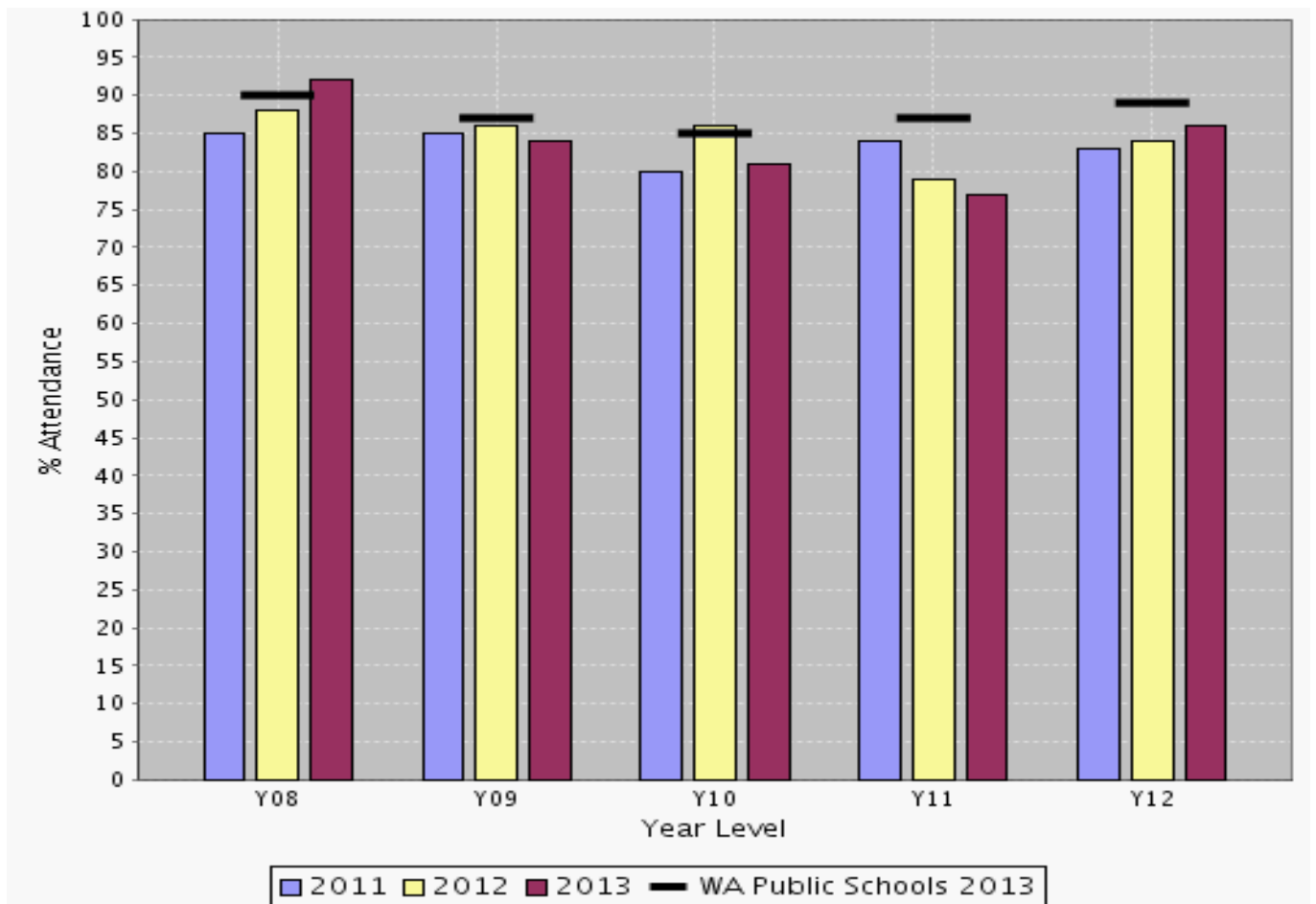
ABORIGINAL STUDENTS – Attendance continues to be above State average at 74%. NON-ABORIGINAL STUDENTS – Attendance rate has been consistent over the last 3 years but continues to be below State average but slightly above Like schools.

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2011	43.7%	28.1%	18.5%	9.5%
2012	45.2%	27.5%	18.8%	8.3%
2013	59.0%	14.5%	15.7%	10.6%
WA Public Schools 2013	60.0%	22.0%	11.0%	7.0%

	Attendance Category Aboriginal			
	Regular	At Risk		
		Indicated	Moderate	Severe
2013	35.2%	12.3%	26.6%	25.7%
WA Public Schools 2013	24.0%	20.0%	22.0%	35.0%

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Attendance % - Secondary Year Levels



Student Attendance Overall (%)

There was decrease in overall attendance during the re-building of the school due mainly to the dislocation that resulted from having students on split sites. Senior students attendance continued to be a concern. However, in 2013, there was a marked improvement in attendance particular by Year 8 students in semester one. There was, however, a marked drop in attendance during semester two with a number of students attendance falling into the 'Indicated' category.

GOVERNOR STIRLING SENIOR HIGH SCHOOL

Staff Profile 2013

	No	FTE	ATSI No
Administration Staff			
Principals	1	1.0	0
Deputy Principals	3	3.0	0
Program Coordinators	2	2.0	0
Total Administration Staff	5	5.0	0
Teaching Staff			
Level 3 Teachers	2	2.0	0
Other Teaching Staff	51	44.3	0
Total Teaching Staff	53	46.3	0
School Support Staff			
Clerical / Administrative	13	11.2	0
Instructional	2	1.5	2
Other Non-Teaching Staff	9	6.3	0
Total School Support Staff	24	19.1	2
Total	82	69.6	2

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.